



## DUNCAN ELEMENTARY

100 S. Danzler Rd.  
Duncan, SC 29334

<b>Grades</b>	PK-4 Elementary School	
<b>Enrollment</b>	641 Students	
<b>Principal</b>	Susan B. Hill	864-949-2373
<b>Superintendent</b>	Dr. Scott Turner	864-949-2350
<b>Board Chair</b>	Steve Brockman	864-949-2350

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Good</b>
2009	Average	Average
2008	Average	Average
2007	Average	Below Average
2006	Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

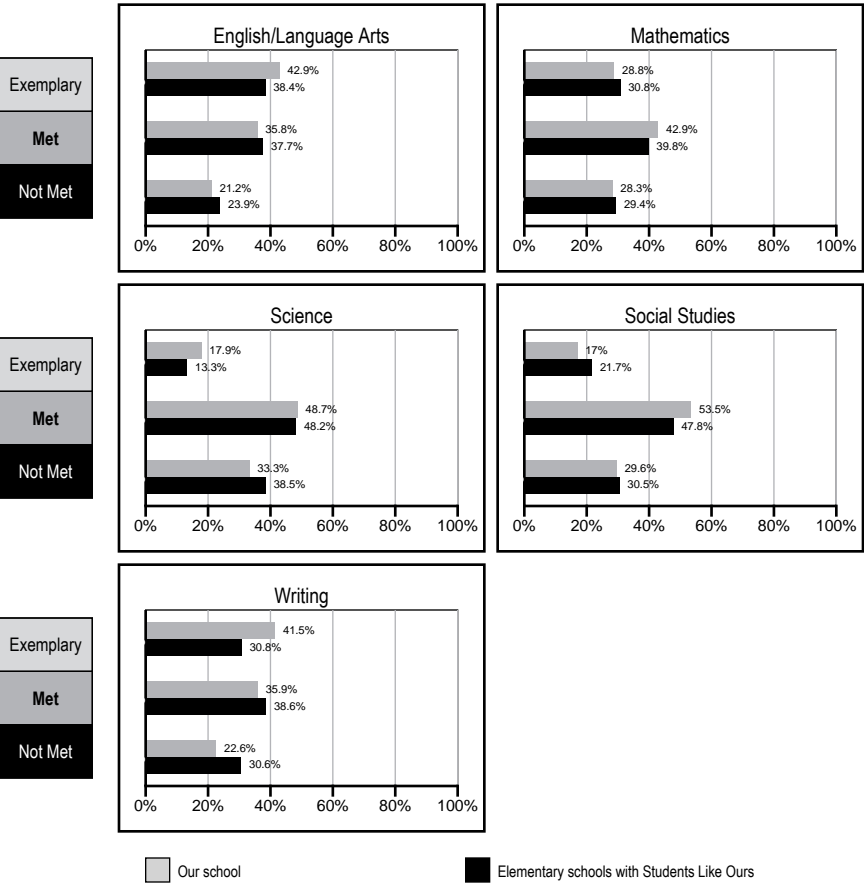
98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
3	23	95	6	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=641)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.0%	Down from 4.2%	1.2%	1.2%
Attendance rate	96.2%	Down from 96.5%	95.8%	96.1%
Eligible for gifted and talented	9.0%	Down from 13.1%	10.7%	11.7%
With disabilities other than speech	8.3%	No Change	8.8%	8.0%
Older than usual for grade	0.2%	No Change	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=51)</b>				
Teachers with advanced degrees	60.8%	Down from 62.0%	60.0%	60.5%
Continuing contract teachers	76.5%	Down from 78.0%	84.9%	84.6%
Teachers with emergency or provisional certificates	2.4%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	87.2%	Up from 84.4%	88.1%	87.0%
Teacher attendance rate	94.7%	Down from 96.0%	95.1%	95.4%
Average teacher salary*	\$47,258	Down 0.8%	\$47,128	\$47,288
Professional development days/teacher	8.5 days	Down from 9.0 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	16.8 to 1	Down from 17.8 to 1	19.2 to 1	19.2 to 1
Prime instructional time	90.5%	Down from 91.9%	90.2%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,659	Down 5.7%	\$7,512	\$7,548
Percent of expenditures for instruction**	72.6%	Down from 73.5%	68.2%	68.7%
Percent of expenditures for teacher salaries**	68.4%	Down from 70.5%	64.5%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

Greetings from the Duncan Wildcats! In addition to building strong character within our students, our academic focus is in the explicit instruction of reading and mathematics, at the conceptual level. It is our desire that our students have the academic tools that they need to be successful in life. Exhibiting positive character traits will assist our students as they make choices in their daily lives. As our students display their academic strengths and good character skills, they are becoming productive citizens.

Our children have done an outstanding job as learners and as citizens! They have continued to make many strides in their academic growth as measured by ongoing assessments, like Measures of Academic Progress (MAP) and reading running records. Teachers used the data to plan instruction and to recognize students for achieving their goals. Ice cream socials, class games, cheers, and other fun activities were used to celebrate growth and success!

Our school's "Relay for Life" team had another banner year as our "Wildcat Pride" showed how we support our community. Over 20% of our school staff participated in District Five's first 5K Walk/Run to benefit Relay for Life. Our school raised over \$8,000 for the American Cancer Society. This concerted effort exemplifies the "heart and soul" that our children possess!

During the course of the year, our kindergarten and first grade teachers effectively integrated our newest technology (projectors and interwrite boards) into classroom instruction. Projectors and interwrite pads were also provided to all second through fourth grade classrooms. The instructional support provided by this added technology was greeted with enthusiasm throughout our building!

As a true Professional Learning Community, our staff members have participated in intense, specific, and ongoing training to acquire and refine the skills necessary to implement the Learning Focused teaching/learning model. We are also proud that our number of National Board Certified Teachers has increased to eight. This year we also celebrated the addition of German instruction for students in grades one-four. Our students look forward to seeing Frau Turner each week!

Along with students and staff, parents/family members are an integral part of the Duncan Elementary Family. Your support is invaluable. We enjoy having you attend various functions during and after the school day. Parent involvement continued to increase during 2009-2010. We are so appreciative of the support provided to our staff and students.

Duncan Elementary School is a very, very special place to learn and grow. We are so thankful for the wonderful students that we have the privilege to work with every day. Thank you for sharing your precious children with us. Duncan Wildcats...Setting our Sights on Reaching New Heights!

Susan Hill, Principal

Shirley Hames, SIC/Title I Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	111	52
Percent satisfied with learning environment	85.7%	89.0%	96.1%
Percent satisfied with social and physical environment	96.4%	91.7%	92.3%
Percent satisfied with school-home relations	67.9%	94.5%	90.0%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

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School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.3%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%*	Yes

\* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	234	100	21.2	35.8	42.9	88.7	87.1	83.5	Yes	Yes
Gender										
Male	119	100	23.1	33.3	43.5	85.2	84.3	80.1	N/A	N/A
Female	115	100	19.2	38.5	42.3	92.3	90.1	87	N/A	N/A
Racial/Ethnic Group										
White	136	100	16.3	30.1	53.7	92.7	89.9	89.6	Yes	Yes
African American	70	100	30.2	47.6	22.2	82.5	78.6	74.6	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	91.8	92.7	I/S	I/S
Hispanic	20	100	22.2	44.4	33.3	83.3	81.3	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	30	100	60.7	32.1	7.1	60.7	51.9	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	21.7	34.8	43.5	87	79.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	165	100	28.3	43.4	28.3	85.5	81.4	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	234	100	28.3	42.9	28.8	81.6	85.3	80.4	Yes	Yes
Gender										
Male	119	100	26.9	39.8	33.3	82.4	83.2	78.4	N/A	N/A
Female	115	100	29.8	46.2	24	80.8	87.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	136	100	18.7	42.3	39	88.6	88.2	87.8	Yes	Yes
African American	70	100	44.4	39.7	15.9	69.8	75.4	69.3	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	93.8	93.5	I/S	I/S
Hispanic	20	100	38.9	50	11.1	72.2	82.3	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	30	100	75	14.3	10.7	39.3	48.6	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	30.4	47.8	21.7	78.3	82.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	165	100	37.9	45.5	16.6	75.9	78.8	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	174	100	33.3	48.7	17.9	66.7	75	67.3
Gender								
Male	89	100	32.5	47.5	20	67.5	74.9	66.9
Female	85	100	34.2	50	15.8	65.8	75	67.7
Racial/Ethnic Group								
White	103	100	21.3	53.2	25.5	78.7	80.3	79.6
African American	52	100	51.1	42.2	6.7	48.9	57.3	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	82.5	84.4
Hispanic	13	100	N/A	N/A	N/A	45.5	70.1	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	23	100	N/A	N/A	N/A	19	34.3	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	16	100	53.3	40	6.7	46.7	64.6	58.6
Socio-Economic Status								
Subsidized meals	123	100	44.8	44.8	10.5	55.2	66.3	55.4

Social Studies								
All Students	175	100	29.6	53.5	17	70.4	76.4	70.9
Gender								
Male	85	100	32.9	49.4	17.7	67.1	77.3	70.1
Female	90	100	26.3	57.5	16.3	73.8	75.6	71.7
Racial/Ethnic Group								
White	97	100	26.1	53.4	20.5	73.9	79.2	79.2
African American	59	100	35.2	53.7	11.1	64.8	66.5	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.9	86.8
Hispanic	15	100	38.5	46.2	15.4	61.5	74.3	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	22	100	66.7	28.6	4.8	33.3	38.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	17	100	31.3	62.5	6.3	68.8	74.1	68
Socio-Economic Status								
Subsidized meals	128	100	37.7	50.9	11.4	62.3	67.2	60.8

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	237	100	22.6	35.9	41.5	77.4	76.4	72.1	96.2	96.7
Gender										
Male	123	100	27.9	36	36	72.1	70	65.2	96.1	96.6
Female	114	100	17	35.8	47.2	83	83.2	79.2	96.2	96.8
Racial/Ethnic Group										
White	138	100	15.9	31.7	52.4	84.1	80.3	80.8	95.7	96.4
African American	70	100	31.3	40.6	28.1	68.8	65.2	59.7	96.8	97.1
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	84.7	87	98.3	98
Hispanic	21	100	42.1	52.6	5.3	57.9	65	64.6	96.5	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	94.3	96.7
Disability Status										
Disabled	32	100	85.7	10.7	3.6	14.3	26.3	27.7	95.8	95.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	25	100	33.3	45.8	20.8	66.7	65	63.7	96.9	97.2
Socio-Economic Status										
Subsidized meals	167	100	31.3	40.7	28	68.7	66.8	61.9	95.8	96.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	121	100	29.2	28.3	42.5	70.8
	4	123	100	28.7	40	31.3	71.3
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	119	100	18.3	24.8	56.9	81.7
	4	115	100	24.3	47.6	28.2	75.7
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	121	100	41.5	38.7	19.8	58.5
	4	123	100	13.9	46.1	40	86.1
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	119	100	34.9	32.1	33	65.1
	4	115	100	21.4	54.4	24.3	78.6
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	62	100	48.1	44.4	7.4	51.9
	4	123	100	27.8	55.7	16.5	72.2
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	59	100	37.7	30.2	32.1	62.3
	4	115	100	31.1	58.3	10.7	68.9
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	59	100	30.8	51.9	17.3	69.2
	4	123	100	20.9	64.3	14.8	79.1
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	60	100	28.6	55.4	16.1	71.4
	4	115	100	30.1	52.4	17.5	69.9
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	115	100	34	18.9	47.2	66
	4	121	100	23.5	41.7	34.8	76.5
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	120	100	22.3	30.4	47.3	77.7
	4	117	100	22.9	41.9	35.2	77.1
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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